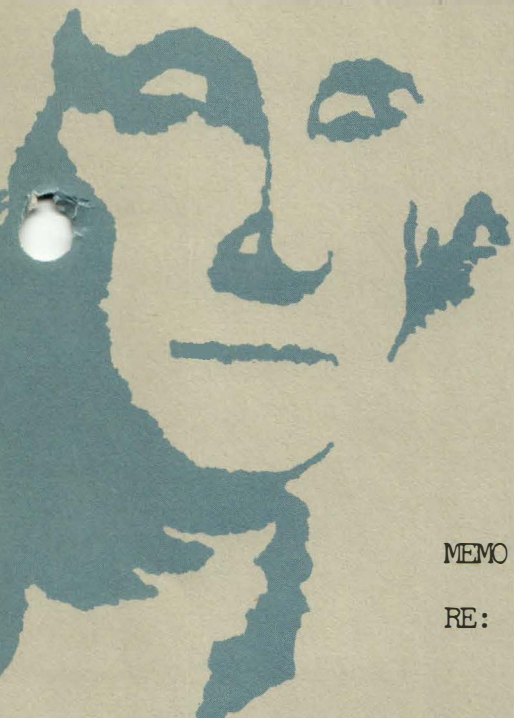




News Release

GEORGE WASHINGTON UNIVERSITY

Office of Public Relations/Washington, D.C. 20052/(202) 676-6460

MEMO TO ASSIGNMENT EDITORS

RE: TREASURY SECRETARY REGAN SPEAKS AT GW SEPTEMBER 18

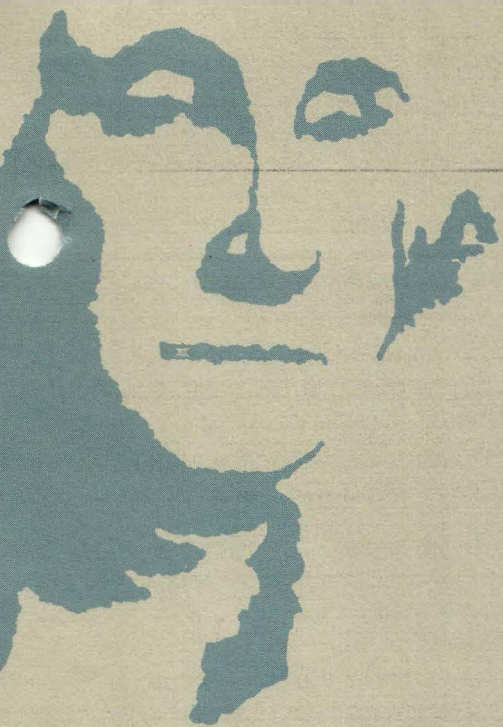
Secretary of the Treasury Donald T. Regan speaks on "Reform of the Financial Services Industry" at George Washington University on Friday, September 18 at 4 p.m. in the Marvin Center ballroom, 21st and H Streets, NW. He will be speaking before students, faculty and friends of GW's National Law Center (NLC).

Regan's speech is the second annual Manuel F. Cohen Memorial Lecture, established by friends and colleagues of the late Mr. Cohen, former chairman of the Securities and Exchange Commission and a teacher at the NLC for nearly 20 years.

A transcript will be available on the day of the speech.

September 11, 1981

Robert Bove
(202) 676-6463 (Office)
(202) 333-0292 (Evenings)



News Release

GEORGE WASHINGTON UNIVERSITY

Office of Public Relations/Washington, D.C. 20052/(202) 676-6460

MEMO TO CALENDAR EDITORS

RE: "American Perceptions of China in the 20th Century" Free Lecture at GW

"American Perceptions of China in the 20th Century" is the subject of a free lecture at George Washington University Tuesday, October 6, at 8 p.m. in the GW Marvin Center third floor ballroom, 21st and H Streets, NW. Dr. Peter P. Hill, GW professor of history, will discuss some of the durable myths, hopes and good intentions that have shaped American perceptions of China in the modern period.

Professor Hill's presentation is a part of the First Wednesday Lecture Series (this month only on Tuesday), held monthly and sponsored by GW's Alumni Relations Office. For information and reservations, call 676-6435 at least a day in advance.

September 15, 1981

Robert Bové
676-6463 (Office)
333-0292 (Evenings)



News Release

GEORGE WASHINGTON UNIVERSITY

Office of Public Relations/Washington, D.C. 20052/(202) 676-6460

MEMO TO EDITORS

RE: JONATHAN KOZOL TO KEYNOTE READING CONFERENCE AT GW

Jonathan Kozol, author of several books on literacy including Death at an Early Age, The Night is Dark and I am Far from Home and Prisoners of Silence, will discuss "What Constitutes Literacy Success in Teen-Adult Education Programs" at 9:10 a.m., Sept. 23 at George Washington University's Marvin Center, 4th floor, 21st and H Sts. NW.

Kozol's keynote address will kick off a one-day conference sponsored by GW's School of Education and Human Development on designing successful reading program for teenagers and adults.

Kozol will be available for interviews by phone on Sept. 21 and in person Sept. 22. For an interview appointment, call Eleanor Dunlap at 676-8169.

September 17, 1981

Diane H. Rush
(202) 676-6464 (Office)
(202) 338-3497 (Evenings)

The Boston Globe

THURSDAY, MAY 14, 1981

REVIEW | BOOK

Kozol's guide for reform

ON BEING A TEACHER, by Jonathan Kozol. Continuum. 208 pp., \$12.95

By Ray Murphy
Globe Staff

Jonathan Kozol was part of the cultural ferment of the '60s. He leaped to national prominence with "Death at an Early Age," a searing indictment of how ghetto children were deprived of an education. The book, based on Kozol's teaching experience in Boston public schools, became a source of strength for those of us involved in the Boston school battles of the time.

When the shouting died down, Kozol continued to teach and lecture, and in this book he's back at the old stand, still seeking reform in the public schools. And if his new book isn't as passionate as "Death at an Early Age" — Kozol's older now — it may be more valuable.

The book's essentially a handbook for teachers who want change, but don't know how to effect it. It's a prescription for rebellion for those working within the system.

Kozol doesn't belabor the shabbiness of what passes for education in public schools today. The book contains no recitation of declining reading skills, or racism, or discrimination against the poor. He believes that any intelligent teacher or parent already knows about all that, and knows that things are terribly wrong.

The book is a call for freedom and truth, "an argument for (the making of) honest and responsible patriots who won't fall apart at their first glimpse of the real world."

Kozol deplors, for example, the customary elitist teaching of American history. He wants it taught from the bottom up, a history that includes the struggles of real people, front-line soldiers instead of generals, farm workers and trade unionists. He decries the indoctrination of the standard texts, the flag salutes, the brainwashing rituals. He thinks such an approach makes for poor citizens, ill-equipped for a real world.

OK. Say you're a teacher and you agree with Kozol. What are your chances of really doing something? Especially when you know teachers are expendable. This is the important part of the book. Kozol has, after all, been on the line. He has participated in and studied the strategies that have worked, and he shares them here.

He wants teachers to organize in support groups and he applauds the growth of teacher centers such as the ones around Boston. The centers are informal meeting places and provide support for harried teachers who are, Kozol tells us, as isolated as the rest of us.

Kozol understands the value of political alliances with parents. But the setting has to be something besides the painful "parents' nights," those stiff and nonproductive mini-summits in stiff classrooms. Among other things Kozol suggests that teachers visit parents at homes. It worked for him.

Then there are strategies with students. These may be the toughest of all but eventually the most fulfilling.

Some of his recommendations involve a lot of hard work. But the potential for long-term rewards is probably worth it.

**ON RRR-values
BEING A
TEACHER**

JONATHAN KOZOL

"On Being a Teacher is Jonathan Kozol's most important book since *Death at an Early Age* and is must reading for all teachers and parents. It may be to teachers what Dr. Spock's book has been to young mothers."

—Studs Terkel



News Release

GEORGE WASHINGTON UNIVERSITY

Office of Public Relations/Washington, D.C. 20052/(202) 676-6460

MAILING DATE: SEPTEMBER 17, 1981

CONTACT: JANE LINGO
676-6460 (office)
234-3453 (evening)

FOR IMMEDIATE RELEASE

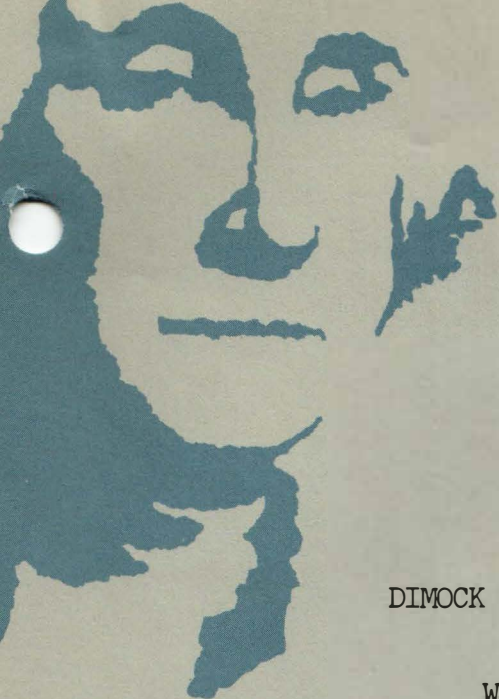
GW DIMOCK GALLERY FALL SCHEDULE, 1981

WASHINGTON, D.C. -- Art exhibitions scheduled for George Washington University's Dimock Gallery during fall 1981 are as follows:

Selections from GW's Ulysses S. Grant III Collection, Wednesday, October 7, through Friday, November 6;

Annual Student Show, Thursday, November 12, through Friday, December 4; and
The Graphic Works of Max Klinger, Thursday, December 10, through Friday, January 8.

The Dimock Gallery, off the lower lounge of Lisner Auditorium, 21st and H Sts., N.W., is open to the public from 10 a.m. to 5 p.m. Monday through Friday. Telephone number for the gallery is (202) 676-7091.



News Release

GEORGE WASHINGTON UNIVERSITY

Office of Public Relations/Washington, D.C. 20052/(202) 676-6460

MAILING DATE: SEPTEMBER 23, 1981

CONTACT: JANE LINGO
676-6460 (Office)
234-3453 (Evening)

FOR IMMEDIATE RELEASE

DIMOCK GALLERY: SELECTIONS FROM GW'S ULYSSES S. GRANT III COLLECTION

WHAT: FURNITURE, SILVER, PHOTOGRAPHS, ART WORK BY U.S. GRANT

WHEN: WEDNESDAY, OCTOBER 7, THROUGH FRIDAY, NOVEMBER 6
10 A.M. TO 5 P.M. WEEKDAYS

WHERE: DIMOCK GALLERY, GEORGE WASHINGTON UNIVERSITY
OFF THE LOWER LOUNGE OF LISNER AUDITORIUM,
21ST AND H STREETS, N.W., WASHINGTON, D.C.

WASHINGTON, D.C. -- Selections from George Washington University's Ulysses S. Grant III Collection will be on display in the GW Dimock Gallery October 7 through November 6. The collection was given to the university in 1950 by the late Maj. Gen. Ulysses S. Grant III, President Grant's grandson, who served at different times as a GW trustee and as a vice president.

Highlights of the exhibition will be a watercolor of a horse and wagon and four drawings done by President Grant around 1840 when he was a West Point cadet, a silver coffee service said to have been the gift of Mexico's President Juarez, and Grant furniture including monogrammed U.S.G. chairs, a campaign desk, oak book cabinet and dining table. Graphics and contemporary newsclippings chronicling Grant's life will be shown. Loaned material from area institutions will amplify the exhibition.

The Dimock Gallery, off the lower lounge of Lisner Auditorium, 21st and H Streets, N.W., is open to the public from 10 a.m. to 5 p.m. weekdays.



News Release

GEORGE WASHINGTON UNIVERSITY

Office of Public Relations/Washington, D.C. 20052/(202) 676-6460

MAILING DATE: SEPTEMBER 23, 1981

CONTACT: DIANE H. RUSH
676-6464 (Office)
338-3497 (Evenings)

PUBLIC SERVICE ANNOUNCEMENT
FOR BROADCAST THROUGH OCTOBER 16

GW SHORT COURSES IN ENGINEERING

(30 SECONDS)

George Washington University's Continuing Engineering Education Program will present a series of short courses in sonar engineering, geotechnical engineering, and quality control at the Royal Quality Inn, 4875 North Harbor Drive, San Diego, October 19-23.

For information, call (800) 424-9773. That's (800) 424-9773.

-end-



News Release

GEORGE WASHINGTON UNIVERSITY

Office of Public Relations/Washington, D.C. 20052/(202) 676-6460

MAILING DATE: SEPTEMBER 23, 1981

CONTACT: DIANE H. RUSH
676-6464 (Office)
338-3497 (Evenings)

FOR IMMEDIATE RELEASE

AFTER-SCHOOL PROGRAMS FOR FOUR- THROUGH EIGHT-YEAR-OLDS

WASHINGTON, D.C. — Two 10-week, after-school programs sponsored by George Washington University's School of Education and Human Development will begin Oct. 6 at the Gate House of the Beauvoir School, 3500 Woodley Rd., NW.

Pre-school children 4 and 5 years of age can enroll in an enrichment program designed to develop motor skills, abstract reasoning, sequencing skills, visual and auditory discrimination and memory, and socialization skills.

Gifted and talented first through eighth graders are eligible for a program entitled "Risk Taking" in which they analyze the concept and consequences of risk taking by studying the world's early adventurers and explorers such as the Arabian Knights, Sinbad the Sailor and Marco Polo. Students will set and work toward their own goals and evaluate realistically what they want to achieve.

Both classes meet Tuesdays and Thursdays, 3:45 - 5:45 p.m. For more information, call Judy Findlay, 676-6286.



News Release

GEORGE WASHINGTON UNIVERSITY

Office of Public Relations/Washington, D.C. 20052/(202) 676-6460

MAILING DATE: SEPTEMBER 24, 1981

CONTACT: ROBERT BOVE
(202) 676-6463 (Office)
(202) 333-0292 (Evenings)

FOR IMMEDIATE RELEASE

ALAN GOWANS APPOINTED DISTINGUISHED VISITING PROFESSOR
IN ART HISTORY AT GW & SENIOR FELLOW
AT NATIONAL GALLERY OF ART

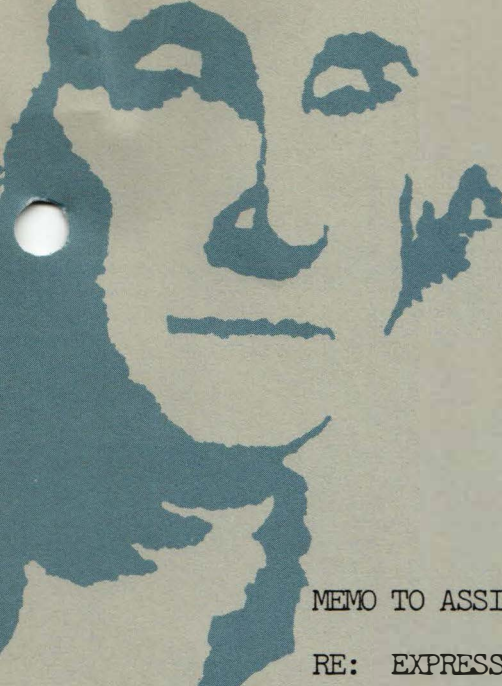
WASHINGTON, D.C. -- American art and architecture specialist Alan Gowans, professor of art history at the University of Victoria, British Columbia, has been appointed to a new position established by George Washington University in conjunction with the National Gallery of Art's Center for Advanced Study in the Visual Arts. Dividing his time equally, Professor Gowans will serve as Distinguished Visiting Professor in art history at GW and as Senior Fellow at the National Gallery.

Gowans' responsibilities at GW include teaching "American Architecture and Society," a course focusing on social institutions and influences. A second course, "Popular Arts in America," is scheduled for the spring 1982 semester. During the 1981-82 academic year, Gowans will also deliver a series of lectures on topics in American art. As Senior Fellow at the National Gallery, Gowans will prepare a textbook on interrelationships between style and social functions in Northern American architecture.

Also an authority on popular and commercial arts, Gowans holds M.F.A. and Ph.D. degrees from Princeton University. His numerous publications

Page two of two

include Looking at Architecture in Canada (1958); The Restless Art: A Study of Painting and Painters in Society (1750-1950); Building Canada: An Architectural History of Canadian Life (1967); and Painting and Sculpture in 19th Century America (1968).



News Release

GEORGE WASHINGTON UNIVERSITY

Office of Public Relations/Washington, D.C. 20052/(202) 676-6460

MEMO TO ASSIGNMENT EDITORS

RE: EXPRESSIVE ARTS & MENTAL HEALTH FESTIVAL AT GW

In an effort to show the arts and humanities in a direct, personal way, emphasizing their emotional and therapeutic value, George Washington University's Counseling Center is sponsoring an "Expressive Arts & Mental Health Festival" on Friday, October 2, from 12:30-2:30 p.m., 3rd floor, GW Marvin Center, 21st and H Streets, NW.

According to Counseling Center Director E. Lakin Phillips, "the trend in modern education for some time has been toward science and technology and away from arts and humanities. This festival is an effort to increase awareness of how arts and humanities can be a part of our emotional and intellectual lives."

Dance, poetry, music, art, sculpture and writing will be featured, and counseling center staff will encourage participation. The event is supported by GW's Division of Experimental Programs.

For information call Phillips at 676-6550.

September 25, 1981

Robert Bové
676-6463 (Office)
333-0292 (Evenings)



News Release

GEORGE WASHINGTON UNIVERSITY

Office of Public Relations/Washington, D.C. 20052/(202) 676-6460

MAILING DATE: SEPTEMBER 28, 1981

CONTACT: DIANE RUSH
(202) 676-6460 (Office)
(202) 338-3497 (Evenings)

FOR IMMEDIATE RELEASE

JONATHON KOZOL CALLS FOR REVOLUTION

AGAINST ILLITERACY

WASHINGTON, D.C. -- His father calls him "the last radical." Indeed, his ruffled, storefront social worker look and John Lennon glasses, the white knuckle-gripping, air stabbing gestures and impassioned voice that occasionally quivers with intensity make Jonathon Kozol seem like the last vestige of '60s ferment in the preppy-pink right wing '80s.

And make no mistake about it, the 42-year old educator and author of Death at an Early Age, subtitled "The Destruction of the Hearts and Minds of Negro Children in the Boston Public Schools," espouses revolution. But it's a peaceful one...a revolution to eradicate illiteracy.

Speaking at a George Washington University School of Education and Human Development conference on teenage/adult reading, he reasoned: "We mobilize during war and for disease. In the 1980s we have to do it because of the pestilence of mass illiteracy in the land."

One out of five American adults, or 23 million people, are totally illiterate, according to Kozol. Broken down ethnically, 16 percent of white, 44 percent of black and 56 percent of Hispanic people in this country cannot read or write well enough to understand a want-ad or fill out a job application.

-more-

"We speak of liberty and justice for all, but there's no liberty for one who can't write a letter to his or her elected representative," said Kozol. "And who does the elected representative represent if 20 percent of the populace can't read enough to make independent judgments? A vote based on exposure only to TV is a conditioned reflex. A white rat could do it as well as you or I."

Kozol proposes a national revolution, a crusade to wipe out illiteracy. "The backbone of the tragedy could be broken in one year with subsequent years of followup." Another of Kozol's books, Children of the Revolution, describes the sweeping attack on illiteracy in Cuba in 1961, where illiteracy decreased from 25 to 4 percent in less than a year.

Warriors in his army would be volunteers--3 million students, 1 million older people and 1 million educators, a ratio of one teacher to five illiterates, who would establish neighborhood "literacy houses" where intensive study could be accomplished.

"Volunteer students could receive credit from their colleges and high schools for the time they spend teaching. Instead of studying problems of democracy, they could do something to solve one of these problems," Kozol suggests.

Jonathon Kozol, the latter-day radical, still lives in Boston where he taught fourth grade black children in the early '60s and was fired for "curriculum deviation" when he read the work of a black poet. He still sees some of his old students and speaks with rage-tinged passion about one boy who felt such a stigma about his illiteracy that he even fooled Kozol for a long time.

The boy appeared to read the menu when Kozol took him out, but he always ordered a hamburger and coke. One night at a seafood restaurant,

Page three of three

the boy became agitated and anxious and asked to leave. Outside he said he wanted to go to Howard Johnson's. Kozol realized the menu there had pictures of the food beside the words.

"People spend 10 times the energy concealing illiteracy that it would take to learn to read," he laments.



News Release

GEORGE WASHINGTON UNIVERSITY

Office of Public Relations/Washington, D.C. 20052/(202) 676-6460

MEMO TO EDITORS

RE: Reagan's Foreign Policy: The First Year's Goals and Accomplishments
Speech at GW

Dr. Henry Nau, George Washington University associate professor of political science and international affairs and senior staff member of the National Security Council will discuss "Reagan's Foreign Policy: The First Year's Goals and Accomplishments" on Thursday, Oct. 1 at 7:30 p.m. at GW's Marvin Center, 800 21st St., NW, room 410.

September 28, 1981

Diane H. Rush
676-6464 (Office)
338-3497 (Evening)

Jonathon Kozol — a new outlook

By John Walter
Washington Star

WASHINGTON — The good news, for those who would teach, or care about teaching, is this: Jonathon Kozol is back.

Back from the anger and frustration that exploded 11 years ago into his first book, "Death at an Early Age," an account of classroom life in Boston.

Back from the bleak edge of the void that loomed three years ago in his book called "The Night Is Dark and I Am Far From Home" a singularly bitter attack on the heart of American education.

Back with optimism. Back with a new book. Back with new dreams, including an elaborate plan for an all-out attack on illiteracy in America — a plan to mobilize thousands of high school and college students to teach illiterate adults.

"A few friends," says Jonathon Kozol, in his soft voice, stammering occasionally for the right word or phrase, "have accused me of being more mellow. They say I even have a sense of humor now, and that I don't always look so dead tired. I hope this doesn't mean I've become more timid in my views."

"Timid is not exactly a word one associates with Jonathon Kozol."

"Death at an Early Age" recorded, in spare prose, the year in which he — Harvard graduate, Rhodes scholar, would-be novelist — turned to teaching in his native city. The year was 1964-65; the class was a fourth grade in a ghetto school, and the subtitle of the book explained



Kozol teaching in 1966. (Globe file photo)

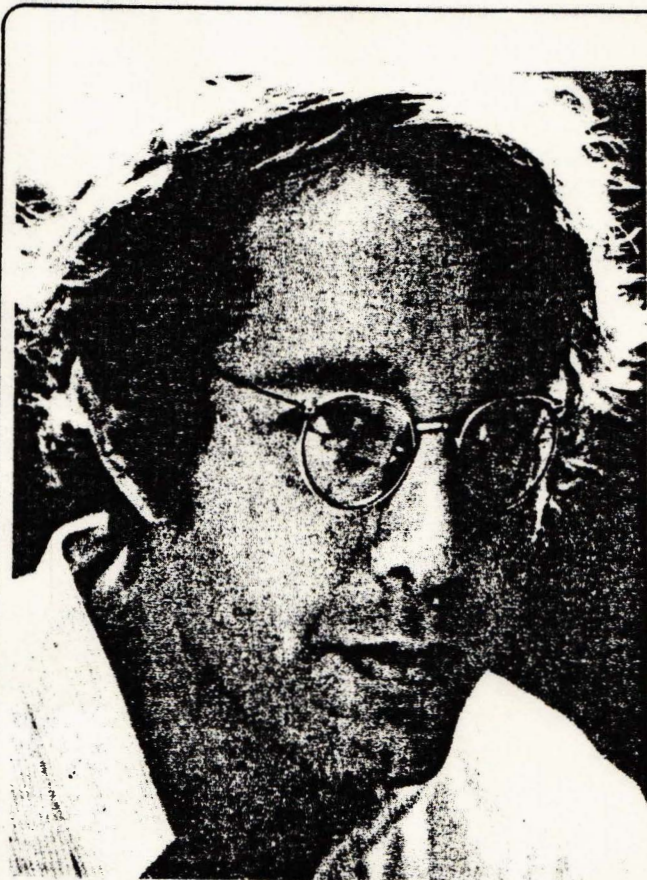
what it was about: "The Destruction of the Hearts and Minds of Negro Children in the Boston Public Schools."

"The Night Is Dark," which argued that American education by careful design deadens its students to the real agonies of the world around them, is perhaps the only book ever to urge readers not to read it: "People who are looking for 'a lot of interesting ideas' and hope to drabble here for little more," Kozol wrote in the opening chapter, "offend the author and degrade themselves. They would do well to stop right now. Those who read in order to take action on their consequent beliefs — these are the only readers I respect or look for."

Now, in 1978, Jonathon Kozol sounds more conciliatory: "We've got to settle for small gains," he says. He says he believes in tackling "battles big enough to matter, but small enough to win."

And he says: "I don't see any point in sticking to a point made with absolute certitude five years ago, if I've learned better."

Specifically, where five years ago he thought fundamental changes were impossible in American public schools as we know them, he is optimistic now about "passionate, profound upheaval that can be brought about in the public schools."



Jonathon Kozol is now 42.

He still lives in the racially mixed South End of Boston, only four blocks from the house where he lived and wrote "Death at an Early Age." He still wanders the neighborhood streets described in that book, still sees his former students. Stephen, the memorable 8-year-old he once taught ("a little light brown person . . . tiny, desperate, unwell," who ended up, because the public school system could not cope with him, in a home for the emotionally disturbed) is now 22, and still visits Kozol regularly. He is finishing college.

The Che Guevara poster still hangs on Kozol's wall. Kozol's father, a psychiatrist, calls his son "The Last Radical." The boxes of papers — first, second and third drafts of his books, which he says go through extensive rewriting — are stacked around the house, dates scrawled on the outside.

"Life began," says Jonathon Kozol, "when I was 27, when I left Harvard Yard and moved across the river to the South End, and began to do something with my life, something that I had chosen for myself. I never turned back."

And, speaking of good news, there is this: Those who read "Death at an Early Age" will remember that in the spring of 1965, Jonathon Kozol was fired from the Boston school system; he was barred, even, from visiting. This January, in the winter of 1979, he is going back. He is going back not as a visitor, but as a teacher. He will be teaching high school English, in the public schools of Boston.

Where five years ago he saw the public school system as a monolith, he now says: "It has proven possible to create alternatives within the system. The system is so big it doesn't work with monolithic efficiency, allowing enormous amounts of irreverent, experimental, and at times politically provocative education to take place, right under the US flag."

Where five years ago he believed students had been dulled — bludgeoned — irrevocably into feeling history was only something that happened in the past, he now believes they can be awakened to the idea that history is what happens to them — that they can make a difference.

What happened to Kozol, in the intervening years, among other things, is that he discovered Cuba.

His new book from Delacorte is called "Children of the Revolution," and it tells of a sweeping attack on illiteracy launched by the Castro regime in 1961, and outlines the subsequent growth of the Cuban school system.

"This is a hot story," he says, "the untold educational story of this generation."

He pulls out printed notes, covered with his own scrawl, and pauses, in midbreath, to ponder that his enthusiasm will make him seem, to many Americans, merely a "Comsymp," a Communist sympathizer. But "even socialists," he says, mischievously, "occasionally come up with a good idea."

Kozol visited Cuba twice, in 1976 and 1977 and the enthusiasm he found in students there is partly responsible, he says, for reinvigorating



Kozol in 1967. (Globe file photo)

him. "Their excitement," he says, "has been contagious."

Now he and a coalition of educators are, along with Sen. George McGovern, urging the creation of a National Literacy Commission.

Following the Cuban model, Kozol suggests that high school and college age volunteers, called up across the country, should for one full summer and one fall semester engage in an all-out effort to get America reading.

"There is no reason why America can't wipe out illiteracy in a year," Kozol says.

Twenty-five to 40 million people, Kozol says, are now "confined on a slag heap of unemployment and illiteracy" in this country, and he cites McGovern statistics which show that 46 percent of black adults cannot read well enough to understand want ads or fill out job applications.

Cuba's war on reading, he says, reduced functional illiteracy there to 2 percent of the population; the percentage in the United States, he says, is perhaps 10 times that.

He already is taking names for his volunteer army. In Ann Arbor, Mich., the other day, he says, 474 college students signed up to join such an army, if the US adopts the plan.

© 1978 Washington Star

Operation Illiteracy

By Jonathan Kozol

BOSTON — Twenty percent of adult men and women in this nation cannot read enough to understand a want-ad or write enough to fill in a job application. The term for this condition, which is crippling to any dream of leading a productive or rewarding life, is "functional illiteracy."

The figure is higher for blacks (44 percent), even higher for those of Spanish surname (56 percent). The total is 23 million at the lowest — more likely 30 million. The cost to the nation (including welfare and lowered productivity) is \$6 billion a year.

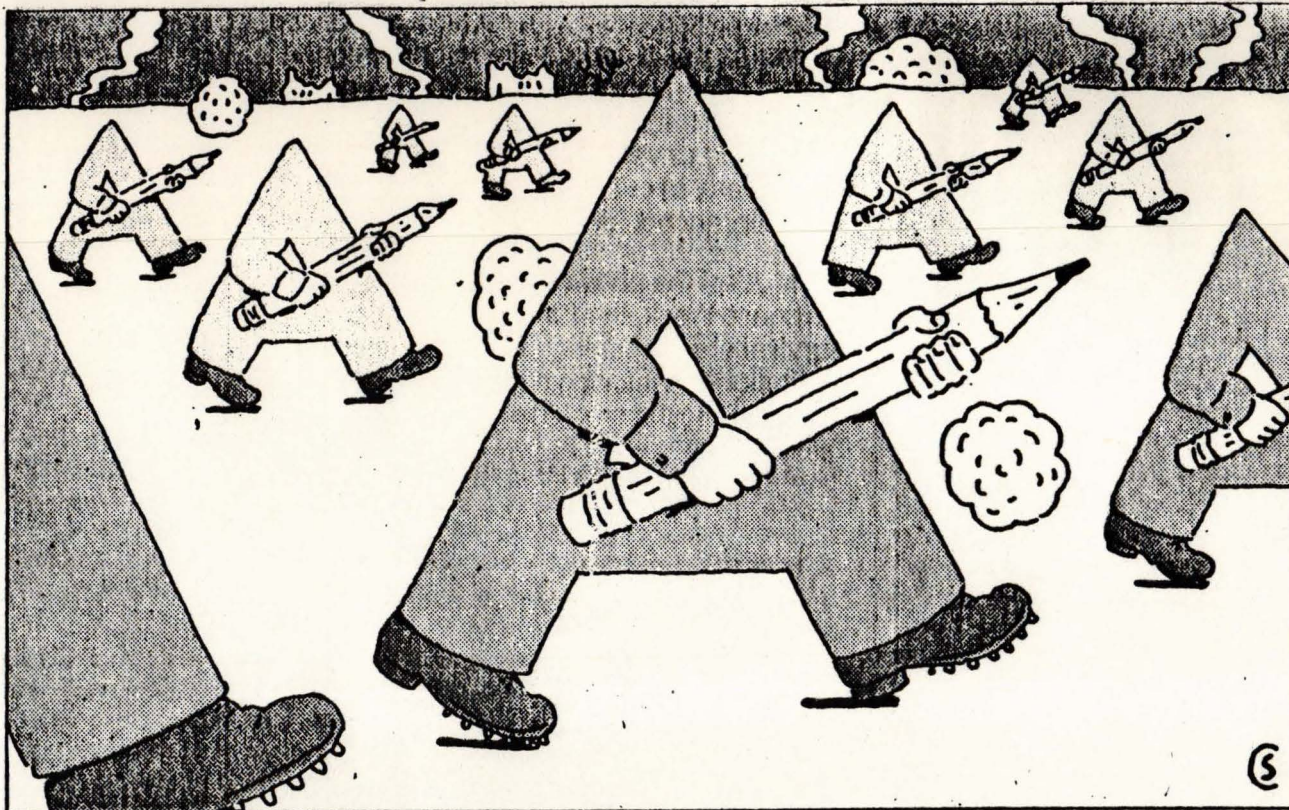
The Elementary and Secondary Education Act of 1965 (Title I), the last great hope for an injection of adrenalin into public schools' reading programs, is of no use to adults. Nor is it of much use to those still in classrooms. Title I students receive less time in reading than those not in Title I. The program appears to hinder more children than it helps.

The answer is not another research project.

Rather, it is to turn our backs on this — and on all other standard substitutes for action — and to launch an all-out national attack on adult illiteracy, giving it the same priority as plague, pestilence or war. If we wished to learn from experience, we would start this battle in a non-school setting. We would also insist on a maximum teacher-learner ratio of one-to-five.

Our first need, therefore, is to sign up and prepare five million literacy teachers to go into the homes of 23 million to 30 million illiterate adults. We cannot find this many people in the ranks of classroom teachers. The sole solution is to free from class individuals who have the energy and competence to do the job, and to do it virtually for free: university and high school pupils who can read and write with more than marginal success.

Volunteers might be as young as 15, others might be over 25. They would receive a 10-day course in the basics of a strong genetic method,



Seymour Chwast

heightened by addition of specific, charged words, proved in a number of pilot projects to bear the greatest power of provocation. The words (not "Dick" and "Jane," but "grief" and "pain" and "lease" and "license," "power," "protest," "police") are those that set the heart and mind alive with possibilities of making something different of the world.

Volunteers would live in the neighborhoods in which they teach. They would teach (at least two hours with each pupil, every day, five days a week) either in their pupils' homes or in a house especially renovated for this purpose, a "literacy center" large enough to offer the facilities for all their living needs and teaching goals.

If volunteers began their work at school semester's end in June, Christmas might be a logical target date for victory. Other nations (Brazil, Cuba, Israel) have succeeded at the same task in periods that range from 60 days to seven months. If there were to be a follow-up, as literacy experts in most nations recommend, this might take place in a two-month "crash" course running for two years in a row during

each of the two subsequent summers.

Volunteers might properly receive course credit from their colleges and high schools for the time devoted to this endeavor. Instead of having spent one full semester studying "Problems of Democracy," they would have done their best to solve one such problem.

The volunteers would operate in "teams" — groups of black, white and Hispanic kids selected to provide the class and ethnic mix that has a chance to overcome the usual problems of top-down benevolence.

Volunteers should receive their living-stipend from the Federal Government — \$20 a week perhaps, but very little more — and personal back-up, friendship and specific pedagogic counsel from an older man or woman, a "team leader." The leader might be a teacher in the public school or college that the volunteers would attend if they were not in this campaign. When this was the case, the teacher ought to get a normal salary from the local school board, university or college. (In cases where teachers do not wish to leave classrooms, or where school boards won't agree, leaders

might easily be found among those several hundred thousand certified teachers who are out of work.)

A question about this proposal is asked repeatedly: "How can we expect so many youngsters to give up a full half-year out of their adolescent lives to join a pedagogic and historic struggle of this kind?"

I have just returned from a tour of 30 colleges in 20 states. The myth of student lethargy is just that — a myth — but it is not even working as a self-fulfilling prophecy. The kids I met remain alive and ethical in their convictions. The students are less rhetorical, more realistic; they are determined to take a role in shaping history rather than to watch it on television. One thing they have greatly missed since 1972 has been a single concrete focus for their energies and ideals. This project offers that focus for the first time in seven years.

Jonathan Kozol's first book, "Death At An Early Age," won a 1968 National Book Award. This article is adapted from a work-in-progress.

The New York Times

THE NEW YORK TIMES, MONDAY, MARCH 5, 1979